

FIVE YEAR PLAN



**IDAHO COUNCIL ON
DEVELOPMENTAL
DISABILITIES**

**FEDERAL FISCAL YEARS
2007 - 2011**

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Section I: Council Identification

<u>OMB Control No:</u> 0980-0162	<u>Expiration Date:</u> 03/06
<u>A. State Plan Period Beginning:</u> 10/01/2006 <u>through:</u> 09/30/2011	
<u>B. Contact Person First Name:</u> Ronald <u>MI:</u> A <u>Last Name:</u> Enright	
<u>Phone Number:</u> (208) 334 _ 2178 <u>Ext.</u>	
<u>C. Council Establishment:</u>	
<u>(1) Date of Establishment:</u> 07/01/1978	
<u>(2) Authorization:</u> State Statute	
<u>(3) Authorization Citation:</u> 67-6701 Idaho Code	
<u>D. Council Membership: Complete the following chart providing the name of each Council member(and proxy/alternate, if any), name of the agency/organization he/she is representing , beginning and ending dates of the appointments, and category of membership using the codes provided. Begin with agency/organizational representative, A, then citizen members B and C. If more than one member represents a particular State Agency (e.g. IDEA part B and Part C) put that code (A2) with each individual's name and identify the appropriate program in the space provided.</u>	
<u>Council Membership Category Codes:</u>	
<u>Agency/Organization Representatives:</u>	<u>Citizen Member Representatives:</u>
<u>A1. =Rehab Act</u>	<u>B1. = Individual With DD</u>
<u>A2. =IDEA</u>	<u>B2. = Parent/Guardian of Child</u>
<u>A3. =Older American Act</u>	<u>B3. = Immediate Relative/Guardian of adult with mental Impairment</u>
<u>A4. =SSA/Title X1X</u>	
<u>A5. = UCEDD</u>	<u>C1. = Individual now/ever in institution</u>
<u>A6. =P&A</u>	<u>C2. = Immediate relative/guardian of individual in institution</u>
<u>A7. =Higher Education</u>	
<u>A8. = NGO/Local</u>	
<u>A9. = Other</u>	
<u>A10.= SSA/Title V</u>	
<u>Please provide a brief plan for compliance if the Council cannot fulfill the new membership requirements by the due date of this plan. Councils are expected to be in compliance by next year (Limit 500 characters):</u>	

<u>#</u>	<u>Last Name</u>	<u>First Name</u>	<u>MI</u>	<u>Agency / Org. Code</u>	<u>Agency / Org. Name</u>	<u>Appt. Date</u>	<u>Appt. Expired Date</u>	<u>Alt / Proxy Name</u>
<u>1</u>	Barnard	Corey		A9	Integrated Employment, Inc	07/01/2006	07/01/2008	
<u>2</u>	Baugh	Jim		A6	Co-Ad, Inc	07/01/2005	07/01/2008	
<u>3</u>	Betzer	Rick		B2		07/01/2006	07/01/2009	
<u>4</u>	Blackburn	Shiloh		B1		07/01/2006	07/01/2009	
<u>5</u>	Bostick	Mary		A2	Idaho Department of Education	07/01/2005	07/01/2008	
<u>6</u>	Butler	Dona		C2		07/01/2006	07/01/2009	
<u>7</u>	Denney	Donna		A3	Idaho Commission on Aging	07/01/2004	07/01/2007	
<u>8</u>	DePaola	Debbie		B2		07/01/2005	07/01/2008	
<u>9</u>	Fincher	Paige		A10	Idaho Department of Health & Welfare	07/01/2004	07/01/2007	
<u>10</u>	Fodor	Julie		A5	Center on Disabilities and Human Development	07/01/2006	07/01/2009	
<u>11</u>	Herbert	Kristyn		B1		07/01/2005	07/01/2008	
<u>12</u>	Jackson	Bob		B2		07/01/2004	07/01/2007	
<u>13</u>	Johnson	Corrine		B2		07/01/2006	07/01/2009	
<u>14</u>	Johnson	Mary		B1		07/01/2004	07/01/2007	
<u>15</u>	Kane	Kim		A8	United Cerebral Palsy	07/01/2005	07/01/2008	
<u>16</u>	Larson	Penny		B2		07/01/2006	07/01/2007	
<u>17</u>	Linch	Ame		B2		07/01/2006	07/01/2007	
<u>18</u>	Ricciardi	Elizabeth		B2		07/01/2004	07/01/2007	
<u>19</u>	Smith	Mike		B1		07/01/2006	07/01/2009	
<u>20</u>	Steed	James		B1		07/01/2005	07/01/2008	
<u>21</u>	Wilding	Theresa		B1		07/01/2004	07/01/2007	
<u>22</u>	Clement	Leslie		A4	Idaho Division of Medicaid	08/10/2006	07/01/2009	
<u>23</u>	Awaiting	Appointment		A1	Idaho Division of Vocational Rehabilitation			

E. Council Staff

<u>#</u>	<u>Position or Working Title</u>	<u>FT</u>	<u>PT</u>	<u>%PT</u>	<u>Last name of person in position</u>	<u>First name of person in position</u>	<u>MI</u>
<u>1</u>	Executive Director	1	0	100.00%	Sword	Marilyn	B
<u>2</u>	Program Specialist	1	0	100.00%	Enright	Ronald	A
<u>3</u>	Program Specialist	1	0	100.00%	Pisani	Christine	
<u>4</u>	Financial Technician	1	0	100.00%	Stanley	Pam	
<u>5</u>	Administrative Assistant 2	1	0	100.00%	Wauer	Judy	
<u>6</u>	Program Specialist	0	1	80.00%	Warren	Tracy	

Section II: Designated State Agency

A. The DSA is The Council:

B. The DSA is an Other agency: ✓

1. Agency Name: Dept. of Health & Welfare

2. State DSA Official's First name: Richard MI: Last name: Armstrong, Director

3. Address line 1: 450 West State Street

Address line 2: P. O. Box 83720

Address line 3:

City: Boise State: ID Zip code: 83720-0036

4. Phone: (208) 334- 5500

5. FAX: (208) 334- 6558

6. E-Mail

C. Direct Services. If DSA is other than the Council, does it provide or pay for direct services to persons with developmental disabilities?: Yes

If yes, describe the general category of services it provides:

Provides direct services to children 0 to 3 years of age. Certifies and licenses agencies and facilities. Administers Title XIX Program that provides payment for services to individuals.

D. Does Your Council have a Memorandum of Understanding/Agreement with your DSA? Yes

E. DSA Roles and Responsibilities related to the Council. If DSA is other than the Council, describe:

Receives, accounts for and disburses funds according to state plan. Serves as fiscal agent for contracts and grants; maintains employee records, entered into by Council Executive Director.

F. Date Council or Agency Was Designated as DSA 01/01/1978

Section III: Comprehensive Review and Analysis

A. Prevalence of Developmental Disabilities in the State

1. Estimated number of people with developmental disabilities living in the State: 25,724

2. How estimate was created: a. National prevalence rate (Gollay, 1.8%)

If Other, please describe:

B. Environmental Factors Affecting Services. Describe how economic, social, political, and litigative factors affect persons with developmental disabilities and their families in the State. Attempt to limit each field to one topic and provide a topic heading appropriate to your State. For each topic you need not use the entire 2,000 characters nor do you need to use all 4 topics:

Environmental Factors Topic 1:

Economic Factors: Idaho's economy and population are growing at rates faster than some national averages. Currently the third fastest growing state, Idaho's economy has kept pace with its rapid population growth. Last year Idaho's gross state product rose by 7.5%, compared to a national increase of only 3.5%. Employment opportunities abound throughout the state and Idaho's unemployment rate is less than 4% and has been as low as 3.2%, while the national average is currently almost 5%. Idaho is currently number 1 in creation of non-farm jobs with 3,100 new businesses that hired 31,100 additional workers in 2005. In spite of so many factors contributing to Idaho's growing economy, the average wage for its workers ranks in the bottom third of the country at number 36. As the population and economy have grown so has the demand for services from people with developmental disabilities. During the three year period SFY 2003 through 2005, Idaho experienced a 12% increase in the number of people with developmental disabilities receiving services administered by the Department of Health and Welfare. However, service costs increased at a disproportionate rate of 33%. During the same three year period, people receiving Home and Community Based Services under the Developmental Disabilities Waiver increased by 38%. The 2006 Legislature appropriated an additional 1.3 million dollars and 14 FTE for the Early Intervention (Infant Toddler) Program. Medicaid has been the primary payer for services for people with developmental disabilities. The rising cost of Medicaid has not being seen positively by the Idaho Legislature as it has pressured the Department of Health and Welfare to implement various cost containment measures. A care management program now limits individual costs by authorizing services primarily based upon functional deficits.

Environmental Factors Topic 2:

Political Factors: Idaho remains very much a one-party dominated state. Of the 105 legislators, 85 are from the majority party, while six of the seven state-level elected officials are members of the majority party. All four members of Idaho's congressional delegation are members of the majority party. Dominance by the majority party is so strong that many legislators go uncontested in their bids for re-election. Such is the case for 28 legislative seats in upcoming November general election. While the minority party lacks numbers, it does enjoy pockets of strength in certain geographic areas of the state. Eleven minority party candidates for re-election have no opponents. All total, 38% of Idaho's legislative races for the general election, in essence are already decided. Educational, health and social programs face certain scrutiny every legislative session. Spiraling upward costs of Medicaid programs have been strongly debated for several legislative sessions. In spite of such agendas, the 2006 Legislature approved and funded a Medicaid Buy-In program after 10 years of attempts. Leadership saw the principles of the program being conducive to the self reliance values it espoused. The program will begin January 2007.

Environmental Factors Topic 3:

Environmental Factors Topic 4:

C. The State Service System(s): [Section 124(c)(3)]. Provide a summary of the results of the Councils review and analysis of the State service system for people with developmental disabilities. Include reference to relevant interagency initiatives and any specific eligibility barriers to services. Attempt to limit each field to one topic and provide a topic heading appropriate to your State. You need not fill the entire field of 2,000 characters nor use all 6 topics.

Service System(s) Topic 1:

Employment Services: The Council has supplied unpublished audit information to the Joint Legislative Oversight Committee (JLOC) in attempts to secure a cost benefit analysis of sheltered workshop programs. It is not known why discoveries of improprieties were not thoroughly investigated. It has been theorized that transfer of administrative responsibility for employment services from the Department of Health and Welfare to the Division of Vocational Rehabilitation addressed many of the audited findings. However, the Council believed the issues required further investigation and sought the review by JLOC. A decision to further investigate is still pending but the Council's efforts have resulted in administrative rules being drafted which beforehand were non existent. The Council is attempting to bring this issue before the legislature to highlight its costs with little perceived benefit to either the individuals being served or the state's economy. In addition workshops are basically static in nature in that people do not move through them an on to a greater employment outcome. As result many capable people with developmental disabilities who want to work are denied the opportunity because they are stuck on a waiting list for services.

Service System(s) Topic 2:

Special Education Services: Children's special education services continue to be challenged by lack of adequate state funding. As result, teachers and aides are burdened by continued increase in numbers of students. Transitions between grade levels, between schools and from schools to post-secondary training and/or education opportunities, continue to be difficult for students. Idaho's graduation standards have seemingly overlooked the needs for students with developmental disabilities. The low number of people with developmental disabilities receiving regular diplomas has been identified as an issue and it along with transitions are being addressed in this five year plan.

Service System(s) Topic 3:

Service System(s) Topic 4:

Service System(s) Topic 5:

Service System(s) Topic 6:

D. Community Services and Opportunities. Provide a summary of the extent to which community services and opportunities related to the areas of emphasis directly benefit individuals with developmental disabilities. Include information on assistive technology/services and rehabilitation technology, current resources and projected availability of future resources to fund services, and health care and other supports and services received in ICF (MRs) and through Home and Community Based Waivers.

Adults with developmental disabilities will be able to access a self-directed services option beginning October 1, in Boise, Pocatello and Moscow. The Department of Health and Welfare is projecting a gradual roll-out so that adjustments to the program can continue to be made. Council staff is involved in planning, materials development and training design. Training plans also involve the Idaho Self Advocacy Leadership Network in the 3 target areas. This service option was planned as an amendment to Idaho's HCBS-DD waiver but will be incorporated into the enhanced benefit plan under Medicaid reform. The Council has contracted with a media professional to produce an informative video by using video shot during last summer's self determination bus tour. In addition to the informative video that will help educate people with disabilities and their families about self-determination, some public service announcement clips are also being produced.

E. Waiting Lists Provide the name of the waiting lists in your state and the number of the individual with developmental disabilities on those lists.

<u>Waiting List</u>	<u>Waiting List Name</u>	<u>Number</u>
<u>List: 1</u>	Supported Employment	185
<u>List: 2</u>	Work Services	95

Waiting list narrative. Provide a brief review of the waiting lists in your state.

A total of 280 individuals with developmental disabilities are awaiting employment services paid by state general fund dollars. With 590 people currently receiving supported employment and 543 enrolled in work services, the number of people awaiting services is equal to 25% of the total number (1133) being served. The employment services waiting list is of concern because the number of people awaiting services seldom dips below 200. Contributing to this static condition is the fact that people do not move through services. Work services, initially conceived to be an entry level training program has in fact become a long term, and for many a life-long program. A number of people throughout the state have remained in this program for 20 or more years. The Division of Vocational Rehabilitation no longer recognizes work services as being a successful employment outcome. Work service programs receive an exemption from the Department of Labor to pay less than minimum wages to people in work services. Because their productivity falls below a certain level, providers are allowed to pay a training wage. This sub minimum wage adds to the number of people living below the poverty level and does little or nothing to help people become self sufficient.

F. Unserved and Underserved Groups:

1. List and describe racial/ethnic groups that may be unserved/underserved and describe the barriers to their receipt of supports and services. You may identify barriers specific to a particular racial/ethnic group you have selected, (150 characters), identify general, overall barriers applicable to all racial/ethnic groups selected, or both.

	<u>Asian</u>	<u>Barrier:</u>
	<u>Black or African American</u>	<u>Barrier:</u>
✓	<u>Hispanic/Latino</u>	<u>Barrier:</u> Cultural and language differences between Hispanic families and service systems are barriers to this population.
✓	<u>American Indian or Alaska Native</u>	<u>Barrier:</u> Needs of the American Indian population are seldom made known to service systems outside of tribal programs on reservations.
	<u>Native Hawaiian or other Pacific Islander</u>	<u>Barrier:</u>
	<u>White</u>	<u>Barrier:</u>
	<u>Multi-cultural (identifying with more than one of the above)</u>	<u>Barrier:</u>

General racial/ethnic barriers:

2. List and describe any other unserved/underserved group(s) and describe the barriers that impede full participation of this group(s). Examples of such groups are religious groups, rural populations, those excluded from eligibility for particular services, particular types of disabilities)

<u>1.</u> ✓ <u>Group:</u>	<u>Barriers:</u>
Rural Populations	Rural families are not well informed and choices are limited because service providers do not see rural service delivery as being profitable.
<u>2.</u> ✓ <u>Group:</u>	<u>Barriers:</u>
Adults being served in Day Programs	Programs control information available to pwdd so as to provide a full day of service and not lose revenue.
<u>3.</u> <u>Group:</u>	<u>Barriers:</u>
<u>4.</u> <u>Group:</u>	<u>Barriers:</u>
<u>5.</u> <u>Group:</u>	<u>Barriers:</u>
<u>6.</u> <u>Group:</u>	<u>Barriers:</u>
<u>7.</u> <u>Group:</u>	<u>Barriers:</u>
<u>8.</u> <u>Group:</u>	<u>Barriers:</u>

General barriers:

G. Rationale for Goal Selection [Section 124(c)(3)(E)]

The Council began its plan development process with intent to narrow the field of focus to the major issues facing people with developmental disabilities. Our current plan was seen as too broad brush and while it addressed a good number of issues, it did not allow the Council to address specific issues thoroughly. Building a strong self advocate constituency was seen as the number one priority. By not having viable People First, or The Arc, programs as many states do, Idaho has not offered self advocates opportunities to represent themselves in matters of public policy. Providers, parents and advocates have been the spokespeople for people with developmental disabilities in Idaho. As members of the Council well know, the best people to represent people with developmental disabilities are the people themselves. With that beginning the following goals were selected: Self Determination: Self-advocates and families are informed about the philosophy of self determination. Self-Determination is still a relatively new term to people with developmental disabilities and family members. This goal was selected to continue the efforts begun last year through the statewide bus tour to create awareness of self-determination. Self Direction: People with developmental disabilities and their families have a meaningful say over participant-directed service systems management, including planning, implementation and evaluation. Idaho's self-directed waiver rules were effective July 1 with services set to begin October 1 in 3 different geographic

settings. This goal was selected to continue the efforts begun by the Council in 2001 to bring a self-determination waiver to the state. Now that the waiver has become a reality there is need to spread the word. Self Advocacy: People with developmental disabilities demonstrate self-advocacy skills. The Council now has 7 Self Advocate Leadership Network teams. The two and three member teams and their support persons are now the nucleus of Idaho's first statewide self-advocacy organization. This goal will grow the organization into a self-governing statewide body. Abuse/Neglect Prevention and Victim Support; Abuse prevention and support services meet the needs of people with developmental disabilities. The Council has learned that many people with developmental disabilities have been victims of some type of abuse or neglect and yet, their issues have never been resolved. This goal will begin to address those matters by bringing the problems to light, and developing and implementing a statewide plan that will provide both education and support. Access to Quality Support and Services: A statewide system that delivers quality supports and services is available to individuals with developmental disabilities. Survey respondents indicated that information about available services was difficult to access, particularly in rural areas. The Council seeks to make information about services more accessible and available through different modes of communication. Goals for employment, education, housing and transportation are all centered on similar efforts to allow individuals opportunities to experience and practice self-direction in their communities. Again the Council's efforts will focus on building a strong constituency base that will represent itself in matters of public policy.

Section IV: Part EM: Employment - Goal Integrated Employment

Employment (EM): People get and keep employment consistent with their interest, abilities and needs.

Goal #: 1

Goal description:

Individuals with developmental disabilities work in integrated settings where the majority of workers do not have disabilities.

Strategies used in achieving goal:

Outreach

Training

Technical Assistance

- ✓ **Supporting and Education Communities**
- ✓ **Interagency Collaboration and Coordination**
- ✓ **Coordination with Related Councils, Committees and Programs**
- ✓ **Barrier Elimination, Systems design, and Redesign**
- ✓ **Coalition Development and Citizen Participation**
- ✓ **Informing Policymakers**
- Demonstration of New Approaches to Services and Supports**
- Other Activities**

Section IV: Part EM: Employment - Objective Services Funding

Employment (EM): People get and keep employment consistent with their interest, activities and needs.

Goal ID #: 1

2.(a) Objective EM #: 1

Objective EM Description:

By 2011, the number of people receiving state funded integrated employment services will be 25% greater than the number of people receiving segregated employment services.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u> ✓	<u>5</u> ✓	<u>6</u>	<u>7</u>	<u>8</u> ✓	<u>9</u> ✓	<u>10</u> ✓
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$1,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)
Self-Advocate Leadership Network

(d)
Consortium of Idahoans with Disabilities

(e)
Idaho APSE Chapter

(f)
Idaho Division of Vocational Rehabilitation

(g)
Idaho Association of Community Rehabilitation Providers

(h)

(i)

Section IV: Part EM: Employment - Objective Statewide Association

Employment (EM): People get and keep employment consistent with their interest, activities and needs.

Goal ID #: 1

2.(a) Objective EM #: 2

Objective EM Description:

By 2008, a new statewide association will represent people and organizations that solely promote integrated employment.

(b) Expected Year of Accomplishment: Year Two

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u> ✓	<u>5</u> ✓	<u>6</u>	<u>7</u>	<u>8</u> ✓	<u>9</u> ✓	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$5,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)
Employment Provider Agencies

(d)
Self Advocate Leadership Network

Section IV: Part EM: Employment - Performance Targets

<u>EM</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>EM01: Adults have jobs of their choice through Council efforts:</u>	10	25	30	30	30	125
<u>EM02: Dollars leveraged for employment:</u>	\$0	\$0	\$0	\$0	\$0	\$0
<u>EM03: Employers provided vocational supports to students on the job:</u>	16	18	20	22	24	100
<u>EM04: Business/employers employed adults:</u>	10	25	30	30	30	125
<u>EM05: Employment programs/policies created/improved:</u>	1	1	1	1	1	5
<u>EM06: People Facilitated employment:</u>	0	0	0	0	0	0
<u>EM07: People trained in employment:</u>	0	0	0	0	0	0
<u>EM08: People active in systems advocacy about employment:</u>	38	38	38	38	38	190
<u>Break out of the number:</u>						
<u>EM08A: Self-advocates active in systems advocacy about employment:</u>	20	20	20	20	20	100
<u>EM08B: Family members active in systems advocacy about employment:</u>	10	10	10	10	10	50
<u>EM08C: Others active in systems advocacy about employment:</u>	8	8	8	8	8	40
<u>EM09: Self-advocate, Family members and Others trained in systems advocacy about employment:</u>	45	45	45	45	45	225
<u>Break out of the number:</u>						
<u>EM09A: Self-advocates trained in systems advocacy about employment:</u>	20	20	20	20	20	100
<u>EM09B: Family members trained in systems advocacy about employment:</u>	10	10	10	10	10	50
<u>EM09C: Others trained in systems advocacy about employment:</u>	15	15	15	15	15	75

<u>EM</u>	<u>Description</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>EM10: Other Performance Target</u>	Percentage difference between Work Services and Supported Employment	5	5	5	5	5	25

Section IV: Part ED: Education - Goal Educational Environment

Education and Early Intervention (ED): Students reach their educational potential and infants and young children reach their development potential.

Goal #: 1

Goal description:

Students with disabilities receive an appropriate education in inclusive environments.

Strategies used in achieving goal:

- ✓ **Outreach
Training**
- ✓ **Technical Assistance**
- ✓ **Supporting and Education Communities**
- ✓ **Interagency Collaboration and Coordination**
- Coordination with Related Councils, Committees and Programs**
- Barrier Elimination, Systems design, and Redesign**
- Coalition Development and Citizen Participation**
- ✓ **Informing Policymakers**
- Demonstration of New Approaches to Services and Supports**
- Other Activities**

Section IV: Part ED: Education - Goal Transitions

Education and Early Intervention (ED): Students reach their educational potential and infants and young children reach their development potential.

Goal #: 2

Goal description:

Children experience seamless transitions between age/grade related developmental and educational programs.

Strategies used in achieving goal:

Outreach

Training

Technical Assistance

- ✓ **Supporting and Education Communities**
- ✓ **Interagency Collaboration and Coordination**
- ✓ **Coordination with Related Councils, Committees and Programs**
- ✓ **Barrier Elimination, Systems design, and Redesign**
- ✓ **Coalition Development and Citizen Participation**
- ✓ **Informing Policymakers**
- Demonstration of New Approaches to Services and Supports**
- Other Activities**

Section IV: Part ED: Education - Objective Social Emotional Development Programs

Education and Early Intervention (ED): Students reach their educational potential and infants and young children reach their development potential.

Goal ID #: 1

2.(a) Objective ED #: 1

Objective ED Description:

Ten percent (10%) of Idaho public school districts provide social/emotional development programs in at least one school by 2011.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u> ✓	<u>7</u>	<u>8</u>	<u>9</u> ✓	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u> ✓	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$1,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Idaho State Department of Education

(d)

Idaho Parents Unlimited

(e)

Idaho State Board of Education

(f)

Idaho Association of School Administrators

Section IV: Part ED: Education - Objective Graduation From High School

Error! Bookmark not defined.

Education and Early Intervention (ED): Students reach their educational potential and infants and young children reach their development potential.

Goal ID #: 1

2.(a) Objective ED #: 2

Objective ED Description:

Increase by two percent (2%) annually for the next five years the number of students with developmental disabilities graduating from high school.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u>	<u>5</u>	<u>6</u> ✓	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u> ✓
<u>11</u> ✓	<u>12</u>	<u>13</u>	<u>14</u> ✓	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$4,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Idaho State Department of Education

(d)

Idaho State Board of Education

(e)

Idaho School Boards Association

(f)

Idaho Association of School Administrators

(g)

Idaho Education Association

(h)

Idaho Parents Unlimited

(i)

Section IV: Part ED: Education - Objective Inclusive Educational Best Practices

Education and Early Intervention (ED): Students reach their educational potential and infants and young children reach their development potential.

Goal ID #: 1

2.(a) Objective ED #: 3

Objective ED Description:

Inclusive educational best practices are included in educational staff preparation programs in at least one (1) state post-secondary institution and in five (5) state/district in-service training activities for educators/administrators by 2011.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u> ✓	<u>7</u>	<u>8</u>	<u>9</u> ✓	<u>10</u> ✓
<u>11</u> ✓	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u> ✓	<u>16</u> ✓	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$1,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Idaho State Department of Education

(d)

Idaho State Board of Education

(e)

College of Southern Idaho

(f)

Lewis Clark State College

(g)

Boise State University

(h)

Idaho State University

(i)

University of Idaho

Section IV: Part ED: Education - Objective Transitions Issues Training

Education and Early Intervention (ED): Students reach their educational potential and infants and young children reach their development potential.

Goal ID #: 2

2.(a) Objective ED #: 1

Objective ED Description:

By 2011, students, family members, and educators from seventy-five percent (75%) of Idaho school districts will receive information/training on transition issues.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u>	<u>5</u> ✓	<u>6</u> ✓	<u>7</u>	<u>8</u>	<u>9</u> ✓	<u>10</u> ✓
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u> ✓	<u>17</u> ✓	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$12,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Idaho State Department of Education

(d)

Idaho Parents Unlimited

(e)

State Independent Living Council

(f)

Idaho Interagency Council on Secondary Transition

Section IV: Part ED: Education - Objective Inclusive Educational Training

Education and Early Intervention (ED): Students reach their educational potential and infants and young children reach their development potential.

Goal ID #: 2

2.(a) Objective ED #: 2

Objective ED Description:

By 2011, training will be provided to 2500 family members, educators and/or service providers to increase knowledge of inclusive educational programs and services through Council supported events.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u>	<u>4</u> ✓	<u>5</u> ✓	<u>6</u> ✓	<u>7</u>	<u>8</u>	<u>9</u> ✓	<u>10</u> ✓
<u>11</u> ✓	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u> ✓	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$10,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Idaho Parents Unlimited

(d)

Idaho State Department of Education

(e)

Idaho Council for Exceptional Children

(f)

Idaho Education Association

(g)

Idaho Association of School Administrators

Section IV: Part ED: Education - Performance Targets

<u>ED</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>ED01: Students have the education and support they need to reach their educational goals through Council efforts:</u>	500	500	500	500	500	2,500
<u>ED02: Infants and young children have services/support needed to reach developmental goals through Council efforts:</u>	0	0	0	0	0	0
<u>ED03: Students transitioned from school to community and jobs:</u>	60	80	80	80	80	380
<u>ED04: Children transitioned from early intervention and pre-school to inclusive classrooms/schools:</u>	150	150	150	150	150	750
<u>ED05: Dollars leveraged for education:</u>	\$12,000	\$80,000	\$120,000	\$60,000	\$100,000	\$372,000
<u>ED06: Education programs/policies created/improved:</u>	10	10	12	12	15	59
<u>ED07: Post-secondary institutions improved inclusive education:</u>	0	0	0	0	0	0
<u>ED08: School improved IEP:</u>	0	0	0	0	0	0
<u>ED09: People facilitated inclusive education:</u>	50	50	50	50	50	250
<u>ED10: People trained in inclusive education:</u>	50	50	50	100	150	400
<u>ED11: People active in systems advocacy about inclusive education:</u>	100	100	100	100	100	500
<u>ED12: Parents or guardians trained regarding their child's educational rights:</u>	0	0	0	0	0	0

<u>ED</u>	<u>Description</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>ED13: Other Performance Target</u>	# Schools with social/emotional development programs	0	2	5	8	10	25
<u>ED14: Other Performance Target</u>	Percent increase of students graduating from high school	2	2	2	2	2	10
<u>ED15: Other Performance Target</u>	# state post secondary institutions with Inclusive best practices preparation	0	0	0	0	1	1
<u>ED16: Other Performance Target</u>	# districts with Inclusive best practices included at in-services for administrators/teachers.	1	1	1	1	1	5
<u>ED17: Other Performance Target</u>	% of school districts with transition issues training	15	30	45	60	75	225
<u>ED18: Other Performance Target</u>	# trained in Inclusive practices	500	500	500	500	500	2,500

Section IV: Part HO: Housing - Goal Choice of Housing

Housing (HO): Adults choose where and with whom they live.

Goal #: 1

Goal description:

Multiple housing options are available to people with developmental disabilities.

Strategies used in achieving goal:

- ✓ **Outreach**
- ✓ **Training**
- ✓ **Technical Assistance**
- ✓ **Supporting and Education Communities**
- ✓ **Interagency Collaboration and Coordination**
- ✓ **Coordination with Related Councils, Committees and Programs**
- ✓ **Barrier Elimination, Systems design, and Redesign**
- ✓ **Coalition Development and Citizen Participation**
- ✓ **Informing Policymakers**
- ✓ **Demonstration of New Approaches to Services and Supports**
- ✓ **Other Activities**

Section IV: Part HO: Housing - Objective Minimal Occupancy

Housing (HO): Adults choose where and with whom they live.

Goal ID #: 1

2.(a) Objective HO #: 1

Objective HO Description:

One (1) multiple housing unit will specify minimal occupancy requirements by people with developmental disabilities by 2011.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u> ✓	<u>9</u> ✓	<u>10</u> ✓
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$3,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Idaho Housing and Finance Association

(d)

Idaho State Independent Living Council

(e)

State Independent Living Centers

Section IV: Part HO: Housing - Objective Homeowners

Housing (HO): Adults choose where and with whom they live.

Goal ID #: 1

2.(a) Objective HO #: 2

Objective HO Description:

Fifty (50) individuals with developmental disabilities will become homeowners by 2011.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u> ✓	<u>5</u>	<u>6</u>	<u>7</u> ✓	<u>8</u> ✓	<u>9</u> ✓	<u>10</u> ✓
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$5,500

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

State Independent Living Council

(d)

Opening Doors, Inc.

Section IV: Part HO: Housing - Performance Targets

<u>HO</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>HO01: Individuals have home of their choice through Council efforts:</u>	5	5	10	10	20	50
<u>HO02: People moved from congregate settings to homes in the community:</u>	0	0	0	0	0	0
<u>HO03: Dollars leveraged for housing:</u>	\$100,000	\$100,000	\$200,000	\$200,000	\$400,000	\$1,000,000
<u>HO04: Banks made mortgage funds available to enable people to own homes:</u>	2	2	3	3	3	13
<u>HO05: Housing programs/policies created/improved:</u>	0	0	0	1	0	1
<u>HO06: Units of affordable, accessible housing made available:</u>	0	0	0	0	10	10
<u>HO07: People facilitated home ownership/rental:</u>	5	5	10	10	11	41
<u>HO08: People trained in housing:</u>	50	10	10	50	10	130
<u>HO09: People active in systems advocacy about housing:</u>	20	20	20	20	20	100
<u>Breakout of the number:</u> <u>EM009A: Self-advocates active in systems advocacy about housing:</u>	10	10	10	10	10	50
<u>HO09B: Family members active in systems advocacy about housing:</u>	5	5	5	5	5	25
<u>HO09C: Others active in systems advocacy about housing:</u>	5	5	5	5	5	25

<u>HO10: People trained in systems advocacy about housing:</u>	40	40	40	40	40	200
<u>Breakout of the number:</u>						
<u>HO10A: Self-advocates trained in systems advocacy about housing:</u>	20	20	20	20	20	100
<u>HO10B: Family members trained in systems advocacy about housing:</u>	10	10	10	10	10	50
<u>HO10C: Others trained in systems advocacy about housing:</u>	10	10	10	10	10	50
<u>HO11: Other Performance Target # pwdd becoming homeowners</u>	10	10	10	10	10	50

Section IV: Part TR: Transportation - Goal Community Transportation

Transportation (TR): People have transportation services for work, school, medical, and personal needs.

Goal #: 1

Goal description:

Communities provide accessible and affordable public transportation to their citizens.

Strategies used in achieving goal:

- ✓ **Outreach Training**
- ✓ **Technical Assistance**
- ✓ **Supporting and Education Communities**
- ✓ **Interagency Collaboration and Coordination**
- ✓ **Coordination with Related Councils, Committees and Programs**
- ✓ **Barrier Elimination, Systems design, and Redesign**
- ✓ **Coalition Development and Citizen Participation**
- ✓ **Informing Policymakers**
- ✓ **Demonstration of New Approaches to Services and Supports**
- ✓ **Other Activities**

Section IV: Part TR: Transportation - Objective Transportation Plans

Transportation (TR): People have transportation services for work, school, medical, and personal needs.

Goal ID #: 1

2.(a) Objective TR #: 1

Objective TR Description:

By 2011, local/regional transportation plans in each of the six (6) Transportation Districts, will include strategies and measures for providing transportation to people with developmental disabilities.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u>	<u>2</u>	<u>3</u> ✓	<u>4</u> ✓	<u>5</u> ✓	<u>6</u> ✓	<u>7</u> ✓	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$10,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services

(c)
Interagency Workgroup on Public Transportation Services

(d)
Public Transportation Providers

(e)
Local Governments

(f)
Self-Advocates and Family Members

(g)
Regional Transportation Authorities

(h)
Metropolitan Planning Organization

Section IV: Part TR: Transportation - Performance Targets

<u>TR</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>TR01: People have transportation services for work, school, medical, and personal needs:</u>	0	10	20	35	50	115
<u>TR02: Dollars leveraged for transportation programs:</u>	0	0	0	0	0	0
<u>TR03: Transportation programs/policies created/improved:</u>	2	3	4	5	6	20
<u>TR04: People facilitated transportation:</u>	10	20	30	40	50	150
<u>TR05: People trained in transportation:</u>	\$10	\$30	\$20	\$40	\$50	\$150
<u>TR06: People active in systems advocacy about transportation:</u>	13	13	13	13	13	65
<u>Break out of the number:</u>						
<u>TR06A: Self-advocates active in systems advocacy about transportation:</u>	0	0	0	0	0	0
<u>TR06B: Family members active in systems advocacy about transportation:</u>	0	0	0	0	0	0
<u>TR06C: Others active in systems advocacy about transportation:</u>	13	13	13	13	13	65
<u>TR07: People trained in systems advocacy about transportation:</u>	10	30	20	40	60	160
<u>Break out of the number:</u>						
<u>TR07A: Self-advocates trained in systems advocacy about transportation:</u>	2	10	5	10	15	42
<u>TR07B: Family members trained in systems advocacy about transportation:</u>	2	10	5	10	15	42
<u>TR07C: Others trained in systems advocacy about transportation:</u>	6	10	10	20	30	76

<u>TR</u>	<u>Description</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>TR08: Other Performance Target</u>	# Transportation Districts with plans for pwdd	1	1	1	1	2	6

Section IV: Part QA: Quality Assurance - Goal Self Determination - People Informed

Quality Assurance (QA): People have the information, skills, opportunities, and support to live free of abuse, neglect, financial and sexual exploitation, and violation of their human and legal rights and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Goal #: 1

Goal description:

Self advocates and families are informed about the philosophy of self-determination.

Strategies used in achieving goal:

- ✓ Outreach
- ✓ Training
- ✓ Technical Assistance
- ✓ Supporting and Education Communities
- ✓ Interagency Collaboration and Coordination
- ✓ Coordination with Related Councils, Committees and Programs
- ✓ Barrier Elimination, Systems design, and Redesign
- ✓ Coalition Development and Citizen Participation
- ✓ Informing Policymakers
- ✓ Demonstration of New Approaches to Services and Supports
- ✓ Other Activities

Section IV: Part QA: Quality Assurance - Goal Self Advocacy - Demonstration of Skills

Quality Assurance (QA): People have the information, skills, opportunities, and support to live free of abuse, neglect, financial and sexual exploitation, and violation of their human and legal rights and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Goal #: 2

Goal description:

People with developmental disabilities demonstrate self-advocacy skills.

Strategies used in achieving goal:

- ✓ Outreach
- ✓ Training
- Technical Assistance
- ✓ Supporting and Education Communities
- Interagency Collaboration and Coordination
- ✓ Coordination with Related Councils, Committees and Programs
- ✓ Barrier Elimination, Systems design, and Redesign
- ✓ Coalition Development and Citizen Participation
- ✓ Informing Policymakers
- Demonstration of New Approaches to Services and Supports
- Other Activities

Section IV: Part QA: Quality Assurance - Goal Abuse and Neglect Protection and Support

Quality Assurance (QA): People have the information, skills, opportunities, and support to live free of abuse, neglect, financial and sexual exploitation, and violation of their human and legal rights and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Goal #: 3

Goal description:

Abuse prevention and support services meet the needs of people with developmental disabilities.

Strategies used in achieving goal:

- ✓ Outreach
- ✓ Training
- Technical Assistance
- ✓ Supporting and Education Communities
- ✓ Interagency Collaboration and Coordination
- ✓ Coordination with Related Councils, Committees and Programs
- ✓ Barrier Elimination, Systems design, and Redesign
- ✓ Coalition Development and Citizen Participation
- Informing Policymakers
- Demonstration of New Approaches to Services and Supports
- Other Activities

Section IV: Part QA: Quality Assurance - Objective Self Determination & Leadership Development

Quality Assurance (QA): People have the information, skills, opportunities, and support to live free of abuse, neglect, financial and sexual exploitation, and violation of their human and legal rights and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Goal ID #: 1

2.(a) Objective QA #: 1

Objective QA Description:

Five (5) training opportunities on principles of self-determination and leadership development are provided to parents and self-advocates in each region by 2011.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u>	<u>4</u> ✓	<u>5</u> ✓	<u>6</u> ✓	<u>7</u> ✓	<u>8</u> ✓	<u>9</u> ✓	<u>10</u>
<u>11</u> ✓	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$25,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

LIFE, Inc, Pocatello Independent Living Center

(d)

Idaho Department of Education

(e)

Idaho Department of Health and Welfare

(f)

Idaho Self Advocate Leadership Network

Section IV: Part QA: Quality Assurance - Objective Statewide Self Advocacy Organization

Quality Assurance (QA): People have the information, skills, opportunities, and support to live free of abuse, neglect, financial and sexual exploitation, and violation of their human and legal rights and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Goal ID #: 2

2.(a) Objective QA #: 1

Objective QA Description:

A statewide self-advocacy organization is in place by 2011.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u> ✓	<u>5</u>	<u>6</u> ✓	<u>7</u> ✓	<u>8</u> ✓	<u>9</u>	<u>10</u> ✓
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u> ✓	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$5,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Independent Living Centers

(d)

Community Partnerships of Idaho

(e)

State Independent Living Council

(f)

Idaho Self Advocacy Leadership Network

Section IV: Part QA: Quality Assurance - Objective Determined to Vote

Quality Assurance (QA): People have the information, skills, opportunities, and support to live free of abuse, neglect, financial and sexual exploitation, and violation of their human and legal rights and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Goal ID #: 2

2.(a) Objective QA #: 2

Objective QA Description:

Forty (40) % of the number of people with disabilities receiving Determined to Vote training will register and vote in at least one election.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u>	<u>4</u> ✓	<u>5</u> ✓	<u>6</u> ✓	<u>7</u> ✓	<u>8</u> ✓	<u>9</u> ✓	<u>10</u> ✓
<u>11</u>	<u>12</u> ✓	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$15,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services

(c)

Independent Living Centers

(d)

Office of the Secretary of State

(e)

League of Women Voters

(f)

County Election Officials

(g)

Idaho Task Force on the Americans with Disabilities Act

Section IV: Part QA: Quality Assurance - Objective Abuse/Neglect Prevention and Treatment

Quality Assurance (QA): People have the information, skills, opportunities, and support to live free of abuse, neglect, financial and sexual exploitation, and violation of their human and legal rights and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Goal ID #: 3

2.(a) Objective QA #: 1

Objective QA Description:

Two (2) abuse prevention and recognition trainings will be provided to people with developmental disabilities, families and service providers each year, for the next five years.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u> ✓	<u>5</u> ✓	<u>6</u> ✓	<u>7</u> ✓	<u>8</u>	<u>9</u>	<u>10</u> ✓
<u>11</u>	<u>12</u>	<u>13</u> ✓	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$2,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)
United Cerebral Palsy

(d)
Idaho Department of Health and Welfare

(e)
Community Partnerships of Idaho

Section IV: Part QA: Quality Assurance - Objective Abuse/Neglect Strategic Plan

Quality Assurance (QA): People have the information, skills, opportunities, and support to live free of abuse, neglect, financial and sexual exploitation, and violation of their human and legal rights and the inappropriate use of restraints or seclusion. Quality assurance systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

Goal ID #: 3

2.(a) Objective QA #: 2

Objective QA Description:

A strategic plan will be developed to address people with developmental disabilities having access to victim support systems by 2011.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u> ✓	<u>5</u> ✓	<u>6</u> ✓	<u>7</u> ✓	<u>8</u>	<u>9</u>	<u>10</u> ✓
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$1,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services

(c)

Idaho Council on Domestic Violence

(d)

Idaho Department of Health and Welfare

(e)

Idaho Department of Law Enforcement

(f)

Idaho Legal Aid

(g)

United Way of the Treasure Valley

(h)

United Cerebral Palsy

Section IV: Part QA: Quality Assurance - Performance Targets

<u>QA</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>QA01: People benefiting from quality assurance efforts of the Councils:</u>	500	600	700	750	700	3,250
<u>QA02: Dollars leveraged for quality assurance programs:</u>	0	0	0	0	0	0
<u>QA03: Quality assurance programs/policies created/improved:</u>	\$1	\$3	\$4	\$5	\$6	\$19
<u>QA04: People facilitated quality assurance:</u>	5	5	5	5	5	25
<u>QA05: People trained in quality assurance:</u>	25	25	25	25	25	125
<u>QA06: People active in systems advocacy about quality assurance:</u>	175	175	225	200	250	1,025
<u>Break out of the number:</u> <u>QA06A: Self-advocates active in systems advocacy about quality assurance:</u>	150	150	195	150	200	845
<u>QA06B: Family members active in systems advocacy about quality assurance:</u>	10	10	15	25	50	110
<u>QA06C: Others active in systems advocacy about quality assurance:</u>	15	15	15	25	0	70
<u>QA07: People trained in systems advocacy about quality assurance:</u>	280	355	635	485	785	2,540
<u>Break out of the number:</u> <u>QA07A: Self-advocates trained in systems advocacy about quality assurance:</u>	250	300	500	400	600	2,050
<u>QA07B: Family members trained in systems advocacy about quality assurance:</u>	25	50	125	75	150	425
<u>QA07C: Others trained in systems advocacy about quality assurance:</u>	5	5	10	10	15	45
<u>QA08: People trained in leadership, self-advocacy, and self determination:</u>	300	350	500	400	575	2,125

<u>QA09: People attained membership on public and private bodies and other leadership coalitions:</u>	5	5	7	6	6	29
<u>QA10: Number of entities participating in partnership or coalition created or sustained as result of Council efforts:</u>	40	45	50	55	60	250
<u>QA11: Other Performance</u> Target: # Training opportunities provided parents and self advocates per region	1	2	3	4	5	15
<u>QA12: Other Performance</u> Target: % People voting in at least one election.	40	40	40	40	40	200
<u>QA13: Other Performance</u> Target: # abuse prevention and recognition trainings provided	2	2	2	2	2	10

Section IV: Part CS: Community Support - Goal Access to Quality Supports and Services

Formal/Informal Community Supports (CS): Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

Goal #: 1

Goal description:

A statewide system that delivers quality supports and services is available to individuals with developmental disabilities.

Strategies used in achieving goal:

- ✓ **Outreach**
- ✓ **Training**
- ✓ **Technical Assistance**
- ✓ **Supporting and Education Communities**
- ✓ **Interagency Collaboration and Coordination**
- ✓ **Coordination with Related Councils, Committees and Programs**
- ✓ **Barrier Elimination, Systems design, and Redesign**
- ✓ **Coalition Development and Citizen Participation**
- ✓ **Informing Policymakers**
- ✓ **Demonstration of New Approaches to Services and Supports**
- ✓ **Other Activities**

Section IV: Part CS: Community Support - Goal PWDD & Families Involved in Participant Directed Services

Formal/Informal Community Supports (CS): Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

Goal #: 2

Goal description:

People with developmental disabilities and their families have a meaningful say over participant-directed service systems management, including planning, implementation and evaluation.

Strategies used in achieving goal:

- Outreach
- ✓ Training
- ✓ Technical Assistance
- ✓ Supporting and Education Communities
- ✓ Interagency Collaboration and Coordination
- ✓ Coordination with Related Councils, Committees and Programs
- ✓ Barrier Elimination, Systems design, and Redesign
- ✓ Coalition Development and Citizen Participation
- ✓ Informing Policymakers
- ✓ Demonstration of New Approaches to Services and Supports
- Other Activities

Section IV: Part CS: Community Support - Objective System of Care Model Expansion

Formal/Informal Community Supports (CS): Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

Goal ID #: 1

2.(a) Objective CS #: 1

Objective CS Description:

By 2011, expand the System of Care model across multiple-agency service systems through shared information between programs and the development of one universal individual plan for all supports and services.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u> ✓	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known: ✓

Resources: \$0

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services

(c)

Idaho Department of Health and Welfare, Division of Medicaid

(d)

Idaho Department of Education

(e)

Idaho Parents Unlimited

(f)

Service Providers

(g)

Self Advocates

Section IV: Part CS: Community Support - Objective Emergency Preparedness

Formal/Informal Community Supports (CS): Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

Goal ID #: 1

2.(a) Objective CS #: 2

Objective CS Description:

Idaho Counties have emergency preparedness plans that address needs of people with developmental and other disabilities by 2008.

(b) Expected Year of Accomplishment: Year Two

(c) Associated Performance Target Number(s):

<u>1</u>	<u>2</u>	<u>3</u> ✓	<u>4</u> ✓	<u>5</u>	<u>6</u> ✓	<u>7</u>	<u>8</u> ✓	<u>9</u> ✓	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$500

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Idaho Bureau of Homeland Security

(d)

Idaho Department of Health and Welfare

(e)

State Independent Living Council

(f)

Idaho Health Care Association

(g)

Idaho Commission on Aging

(h)

County Disaster Preparedness Coordinators

Section IV: Part CS: Community Support - Objective Awareness Information/Training Provided

Formal/Informal Community Supports (CS): Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

Goal ID #: 2

2.(a) Objective CS #: 1

Objective CS Description:

Five hundred (500) people with developmental disabilities and families have received awareness information and training on participant directed waiver options by 2011.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u> ✓	<u>5</u>	<u>6</u> ✓	<u>7</u>	<u>8</u> ✓	<u>9</u>	<u>10</u> ✓
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$20,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Department of Health and Welfare, Division of Medicaid

(d)

Idaho Parents Unlimited

(e)

Community Partnerships of Idaho

(f)

Idaho Families of Adults with Disabilities

(g)

Idaho Self Advocate Leadership Network

(h)

Independent Living Centers

Section IV: Part CS: Community Support - Objective Council Initiatives in Statewide Quality Assurance

Formal/Informal Community Supports (CS): Individuals have access to other services available or offered in a community, including formal and informal community supports that affect their quality of life.

Goal ID #: 2

2.(a) Objective CS #: 2

Objective CS Description:

Four (4) Council initiatives to involve people with developmental disabilities and families in statewide quality assurance efforts will be in place by 2011.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u>	<u>3</u> ✓	<u>4</u>	<u>5</u> ✓	<u>6</u> ✓	<u>7</u> ✓	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u> ✓	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$2,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

(c)

Idaho Department of Health and Welfare

(d)

Independent Living Centers

(e)

Idaho Self-Advocate Leadership Network

Section IV: Part CS: Community Support - Performance Targets

<u>CS</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>CS01: Individual receive formal/informal community supports:</u>	10	20	40	60	80	210
<u>CS02: Dollars leveraged for formal/informal community supports:</u>	\$0	\$0	\$0	\$0	\$0	\$0
<u>CS03:Programs/polices created/improved formal/informal community supports:</u>	1	2	2	2	2	9
<u>CS04: People facilitated formal/informal community supports:</u>	100	125	150	175	200	750
<u>CS05: People trained in formal/informal community supports:</u>	115	230	345	460	575	1,725
<u>CS06: People active in systems advocacy about formal/informal community supports:</u>	40	39	58	68	77	282
<u>Break out of the number:</u>						
<u>CS06A: Self-advocates active in systems advocacy about formal and informal community supports:</u>	25	30	35	40	45	175
<u>CS06B: Family members active in systems advocacy about formal and informal community supports:</u>	10	12	15	18	20	75
<u>CS06C: Others active in systems advocacy about formal and informal community supports:</u>	5	7	8	10	12	42
<u>CS07: People trained in systems advocacy about formal and informal community supports:</u>	21	38	42	55	58	214
<u>Break out of the number:</u>						
<u>CS07A: Self-advocates trained in systems advocacy about formal and informal community supports:</u>	7	14	20	20	20	81

<u>CS07B: Family members trained in systems advocacy about formal and informal community supports:</u>		7	14	20	20	20	81
<u>CS07C: Others trained in systems advocacy about formal and informal community supports:</u>		7	10	12	15	18	62
<u>CS08: Building /public accommodations became accessible:</u>		1	1	1	1	1	5
<u>CS</u>	<u>Description</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>CS09: Other Performance Target</u>	Counties including plans for pwdd in disaster plans	20	28	0	0	0	48
<u>CS10: Other Performance Target</u>	# People receiving awareness training	100	100	100	100	100	500
<u>CS11: Other Performance Target</u>	# Council Initiatives	0	1	1	1	1	4

Section IV: Part CR: Cross Cutting - Goal Public Awareness

Cross Cutting (CC): The following represent those Council activities that impact all Areas of Emphasis.

Goal #: 1

Goal description:

The general public has greater awareness of people with developmental disabilities and the issues they face.

Strategies used in achieving goal:

- ✓ **Outreach Training**
- ✓ **Technical Assistance**
- ✓ **Supporting and Education Communities**
- ✓ **Interagency Collaboration and Coordination**
- ✓ **Coordination with Related Councils, Committees and Programs**
- ✓ **Barrier Elimination, Systems design, and Redesign**
- ✓ **Coalition Development and Citizen Participation**
- ✓ **Informing Policymakers**
- Demonstration of New Approaches to Services and Supports**
- Other Activities**

Section IV: Part CR: Cross Cutting - Objective Positive Press Releases Published/Broadcast

Cross Cutting (CC): The following represent those Council activities that impact all Areas of Emphasis.

Goal ID #: 1

2.(a) Objective CC #: 1

Objective CC Description:

Idaho media will publish and/or broadcast a minimum of two (2) per year positive press releases about people with developmental disabilities.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u>	<u>2</u>	<u>3</u> ✓	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$500

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services

(c)

Idaho Newspaper and Television Media

(d)

Selected Self-Advocates

(e)

Consortium of Idahoans with Disabilities

Section IV: Part CR: Cross Cutting - Objective Information Provided to Policymakers

Cross Cutting (CC): The following represent those Council activities that impact all Areas of Emphasis.

Goal ID #: 1

2.(a) Objective CC #: 2

Objective CC Description:

Idaho elected officials and other policymakers will be informed about issues affecting people with developmental disabilities and about activities of the Council at a minimum of three times a year for the next five (5) years.

(b) Expected Year of Accomplishment: Year Five

(c) Associated Performance Target Number(s):

<u>1</u> ✓	<u>2</u> ✓	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	

3) Resources to be Allocated for this Objective (if known):

Check if not known:

Resources: \$10,000

4. Intermediaries/Collaborators Planned for this Objective (if known):

(a) State Protection and Advocacy Agencies ✓

(b) National Network of University Centers for Excellence in Developmental Disabilities Education, Research and Services ✓

Section IV: Part CR: Cross Cutting - Performance Targets

<u>CR</u>	<u>Target for year 1</u>	<u>Target for year 2</u>	<u>Target for year 3</u>	<u>Target for year 4</u>	<u>Target for year 5</u>	<u>Total</u>
<u>CR01: Public policymakers educated by Council about issues related to Council initiatives:</u>	240	245	250	260	270	1,265
<u>CR02: Copies of product distributed to policymakers about issues related to Council initiatives:</u>	\$200	\$210	\$220	\$230	\$240	\$1,100
<u>CR03: Members of the general public estimated to have been reached by Council public education, awareness,</u>	317,000	320,000	325,000	330,000	335,000	1,627,000

Section V: Assurances

A. Written and signed assurances have been submitted to the ADD Office, Administration for Children and Families, United States Department of Health and Human Services, regarding compliance with all requirements specified in Section 122 (C) (5)(A) - (N) in the Developmental Disabilities Assurance and Bill of Rights Act. A form for assurances is included with the instructions.

B. Signed Assurances have been submitted to DHHS. Yes

If no, date when Assurances were/will be mailed: 08/07/2006

C. Approving Officials for Assurances

1. For the Council (chairperson)

2. For DSA, not Council

Section VI: Projected Council Budget FFY 2007 Budget Projections

<u>Fiscal Year:</u>			
<u>B. Cost Categories- Areas of Emphasis, General and DSA Functions</u>	<u>Part B \$</u>	<u>Other(s) \$</u>	<u>TOTAL</u>
<u>1. Employment</u>	\$54,194	\$0	\$54,194
<u>2. Housing</u>	\$22,607	\$0	\$22,607
<u>3. Health</u>	\$0	\$0	\$0
<u>4. Education and Early Intervention</u>	\$42,944	\$0	\$42,944
<u>5. Child Care</u>	\$0	\$0	\$0
<u>6. Recreation</u>	\$0	\$0	\$0
<u>7. Transportation</u>	\$10,940	\$0	\$10,940
<u>8. Quality Assurance</u>	\$123,613	\$0	\$123,613
<u>9. Formal & Informal Community Support</u>	\$65,684	\$0	\$65,684
<u>10. General management (personnel, Budget/Finance/Reporting)</u>	\$137,135	\$92,100	\$229,235
<u>11. Functions of the DSA</u>	\$0	\$0	\$0
<u>12. TOTAL</u>	\$457,117	\$92,100	\$549,217

Section VII & VIII: Public Review of Plan / Evaluation Plan

Section VII: Summarize the Council's process for public notice and public review and include a summary of the Council's response to public input and comments. Also summarize public involvement in the development of the plan.

Responses to a public survey provided the Council with information that formed the basis of the five year plan. Surveys were attached to the fall 2005 Council newsletter and mailed throughout the state. An electronic survey was also provided on the Council website and proved to be the most popular method for people to respond. The majority of input was received from self-advocates, family members of self-advocates and service providers. Responses were grouped and tallied according to specific issues. Council members then offered suggestions for addressing the identified issues. From this input, Council staff further developed the suggestions and began to formulate possible goals, objectives and targets in a draft plan. The draft format was reviewed and further refined by the Council and made available for formal public comment for 50 days. Public comment responses were considered by the Council in finalizing the plan at its July 2006 summer meeting.

Section VIII: Summarize the Council's plan for monitoring, reviewing and evaluating this state plan at least annually.

The Idaho Council has begun a governance model of operations that will allow work groups comprised of Council members to monitor plan outcomes. Work group meetings occur as part of the regular quarterly Council meetings. Council staff will report progress on meeting outcomes to the work groups at each meeting. Through discussions, work groups will determine if progress is or is not satisfactory.